

# 49Texas Education Agency Standard Application System (SAS)

2016–2018 Public Charter School Program Start-Up Grant		
<b>Program authority:</b>	PL 107-110, Elementary and Secondary Education Act – 1965, as amended by NCLB Act – 2001, Title V, Part B, Subpart 1; Texas Education Code, Chapter 12	<b>FOR TEA USE ONLY</b> Write NOGA ID here:  <b>RECEIVED</b> <b>TEXAS EDUCATION AGENCY</b>  <b>DOCUMENT CONTROL CENTER</b> <b>GRANTS ADMINISTRATION</b>  2016 JUN 21 AM 10:44 Place date stamp here.
<b>Grant Period</b>	August 31, 2016, to July 31, 2018. See page 9 of the Program Guidelines for information regarding Pre-Award Costs.	
<b>Application deadline:</b>	5:00 p.m. Central Time, June 21, 2016	
<b>Submittal information:</b>	<b>Three complete copies of the application, each copy with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</b> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	
<b>Contact information:</b>	Arnoldo Alaniz: <a href="mailto:CharterSchools@tea.texas.gov">CharterSchools@tea.texas.gov</a> ; (512) 463-9575	

## Schedule #1—General Information

### Part 1: Applicant Information

<b>Organization name</b>	<b>County-District #</b>	<b>Campus name/#</b>	<b>Amendment #</b>
Meadow Oaks Education Foundation	057850	Pioneer Technology & Arts Academy	N/A
<b>Vendor ID #</b>	<b>ESC Region #</b>	<b>DUNS #</b>	
	10	08-001-2141	
<b>Mailing address</b>	<b>City</b>	<b>State</b>	<b>ZIP Code</b>
1412 S. Beltline Rd.	Mesquite	TX	75149
<b>Primary Contact</b>			
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>
Shubham		Pandey	Superintendent
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>
972-285-6895 x222	shubham@ptaaschool.org		972-285-7647
<b>Secondary Contact</b>			
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>
Barbara		Hirsch	Grant Facilitator
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>
210-378-0718	bhirsch40@gmail.com		832-201-9619

### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

#### Authorized Official:

First name  
 Shubham  
 Telephone #  
 972-285-6895  
 Signature (blue ink preferred)

M.I.  
 Last name  
 Pandey  
 Email address  
 shubham@ptaaschool.org

Title  
 Superintendent  
 FAX #  
 972-285-7647  
 Date signed  
 6/20/2016  
 701-16-103-002

Only the legally responsible party may sign this application.

**Schedule #1—General Information**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD):

End date (MM/DD):

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment (Note: Only school districts applying on behalf of a campus charter need to submit these attachments)	Description of Required Program-Related Attachment
1	Documentation of Authorization to Charter	<ul style="list-style-type: none"> <li>• A copy of the local district's policy for authorizing campus charter schools; <b>AND</b></li> <li>• A copy of the district's charter application for the authorized campus charter; <b>AND</b></li> <li>• A copy of the performance contract with the principal or chief operating officer of the campus charter (TEC §12.0531); <b>AND</b></li> <li>• Either of the following:               <ul style="list-style-type: none"> <li>○ A copy of the petition presented to the board of trustees that as signed by the parents of a majority of the students at the school campus <i>and</i> a majority of the classroom teachers at the school campus requesting a campus charter (TEC §12.052, §12.053) OR</li> <li>○ A copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521).</li> </ul> </li> </ul>
2	Board of Trustees Approval on or before December 16, 2015	<ul style="list-style-type: none"> <li>• A copy of the <i>approved</i> minutes from the local board of trustees meeting in which the charter was granted; <b>OR</b></li> <li>• A copy of the board agenda with an action item to consider or approve the campus charter and draft minutes from the local board of trustees meeting in which the charter was granted.</li> </ul>
3	Narrative Description from Superintendent	<p>A narrative description on district letter signed by the superintendent which contains the following must be submitted:</p> <ul style="list-style-type: none"> <li>• The mission of the campus charter;</li> <li>• An explanation of the development of the proposed campus charter and the rationale for the district granting a charter to the new district campus;</li> <li>• A detailed description, including supporting documentation, of the ways in which the campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter and their input with regard to the school's curriculum, calendar, budget, and daily operations, and how this autonomy is <b>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</b> within the district;</li> <li>• A detailed description, including supporting documentation, that explains the ways in which the school district plans to conduct an independent annual financial audit of the campus charter, separate and apart from the district's independent annual financial audit, and the manner in which the campus will provide the necessary data for the school district to report on its locally-developed objectives;</li> <li>• A detailed description of the admission requirements for the campus charter;</li> </ul>

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		<ul style="list-style-type: none"> <li>The methods and timelines that the district will use to ensure that the campus charter receives all federal funds to which its students are entitled; and</li> <li>A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined.</li> </ul>
4	Federal Definition of a Public Charter School	A completed Attachment 1 from the "To the Administrator Addressed" letter dated August 25, 2015, regarding compliance with the Federal definition of a Public Charter School must be submitted with the grant application. See <a href="http://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/New_Campus_Charter_Schools_by_ISDs_-_Eligibility_and_Application_for_2016-2018_Start-Up_Grant_Funding/">http://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/New_Campus_Charter_Schools_by_ISDs_-_Eligibility_and_Application_for_2016-2018_Start-Up_Grant_Funding/</a> .
5	Campus Charter Information Form	A completed Campus Charter Information Form (Attachment 3) from the "To the Administrator Addressed" letter dated August 25, 2015, must be submitted with the grant application. See <a href="http://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/New_Campus_Charter_Schools_by_ISDs_-_Eligibility_and_Application_for_2016-2018_Start-Up_Grant_Funding/">http://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/New_Campus_Charter_Schools_by_ISDs_-_Eligibility_and_Application_for_2016-2018_Start-Up_Grant_Funding/</a> .
<b>Part 2: Acceptance and Compliance</b>		

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The charter school's financial accounting system adheres to the following requirements: <ul style="list-style-type: none"> <li>• accommodates the minimum 15-digit account code mandated by the FASRG;</li> <li>• generates information needed for PEIMS reporting; and</li> <li>• ensures adequate accountability of state and federal funds.</li> </ul> <p>*If the school's financial accounting system is not approved by TEA, the charter school will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the school will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.</p>
4.	The charter school will maintain clear documentation and data for the school and students served by the PCSP Start-Up Grant; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the PCSP Start-Up Grant funds.
5.	The public charter school has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the public charter school will provide such copy immediately.
6.	<p>According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the charter school must meet the following definition. By signing Schedule #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements below is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.</p> <p>A charter school means a public school that:</p> <ol style="list-style-type: none"> <li>1. In accordance with TEC Chapter 12, is exempted from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements identified in P.L. 107-110.</li> <li>2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction.</li> <li>3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency.</li> <li>4. Provides a program of elementary or secondary education, or both.</li> <li>5. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution.</li> <li>6. Does not charge tuition.</li> <li>7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act.</li> <li>8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated.</li> </ol>

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	<p>9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state, unless such requirements are specifically waived for the purposes of this program.</p> <p>10. Meets all applicable federal, state, and local health and safety requirements.</p> <p>11. Operates in accordance with state law.</p> <p>12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of student performance that will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.</p>
7.	<p>Charters established under TEC Chapter 12, Subchapter C, must also comply with the following:</p> <ul style="list-style-type: none"> <li>a. Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds.</li> <li>b. The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065.</li> <li>c. The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2016-2017 school year. If the campus charter school began operation prior to the 2016-2017 school year, but is still eligible to apply for and receive funding under this grant for the implementation of its charter school program, the campus charter school must be designated as a campus charter in AskTED when the grant application is submitted to TEA.</li> <li>d. As per Title V, Part B, Subpart 1, Section 5204(f) (4) (B), a local education agency (LEA) may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay.</li> <li>e. The campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be <b><u>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</u></b> within the district.</li> </ul>

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:



**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Pioneer Technology & Arts Academy (PTAA) is requesting funds from the 2016-18 Public Charter School Start-Up Grant to facilitate the planning, program design, and initial implementation of the school's mission to empower and engage students to reach their full potential as global leaders who will enhance their communities and the world through creativity, collaboration and innovation. PTAA will use grant funds to improve academic achievement of a student population consisting of primarily educationally disadvantaged students in East Dallas and Hunt County areas. PTAA anticipates the majority of its served students to be primarily low-income, At-Risk, and minority children in need of a challenging, engaging, STEM-focused curriculum in a supportive environment.

Throughout the duration of the grant, the education goals of PTAA include 1) increased academic achievement on STAAR examinations by all students and targeted subpopulations, especially in Math and Science tested areas, and 2) increase in student enrollment and interest in STEM course/pathways, and increase in dual credit course completion rates whereas the operational goals include the recruitment and training of a faculty qualified to carry out the unique mission of PTAA. The overarching goals of PTAA are fully aligned with the goals of this grant process to support and expand the number of high quality charter school options and to benefit educationally disadvantaged children. The budget for this grant was determined after a thorough needs assessment, conducted by school leaders and key stakeholders. The needs were then prioritized to meet the requirements of the grant as well as the immediate necessities to meet the needs of the students. The final step in budget development was to identify resources that would satisfy the prioritized needs including payroll, professional and contracted services, supplies and materials, capital outlays, and other operating costs.

PTAA proposes to use grant funds to develop and implement a standards-focused, TEKS-based project-based learning (PBL) approach across all middle and high schools. Unlike traditional learning methods in which teachers deliver important content to students using lectures and worksheets, PBL uses the context of real world, relevant problems to introduce new concepts and principles to students (Hmelo-Silver, Duncan, & Chinn, 2006). Students then must develop the pathways and products to demonstrate their emerging understanding of the new material. The integration of technology is strongly encouraged in PBL as is collaboration amongst the community of learners consisting of the teacher, other students, and industry officials (Roberts & Cantu, 2012; Ladewski, Krajcik, & Harvey, 1994). Due to the real world emphasis in PBL, academic scholars who are in favor of PBL argue that in order to truly prepare students for college and careers in the 21st century, students must be able to engage in the same interdisciplinary thinking required of true STEM professionals, which in turn will develop greater student problem solving and critical thinking skills as well as greater understanding of STEM concepts and principles (Ashgar et al, 2012; Ertmer & Simons, 2005; Roberts & Cantu, 2012; Honey, Pearson, Schweingruber, 2014; NCTM, 2000). Therefore, teachers who implement PBL must eventually progress from teaching instruction in a silo approach, in which all of the disciplines are taught separately, to a more integrated approach among several disciplines. Additionally, PBL requires the instructor to adapt a facilitator role rather than a traditional teacher, while still providing the necessary scaffolding support needed by students throughout the problem solving process (Lubienski & Stillwell, 2003).

All of the aforementioned differences culminate into a teaching and learning experience for students as well as teachers that is markedly different from traditional learning experiences. As expected, transition to integration requires an extensive amount of support to counteract the barriers that teachers will encounter during the implementation of an interdisciplinary PBL. Therefore, in order to be able to implement PBL and integrate this delivery method into the curriculum with fidelity, PTAA will use grant funds to purchase computer stations, and science labs equipped with project materials and supplies to be able to assign individual and group PBL projects to students. PTAA will purchase pre-made curriculum aligned with Project based learning STEM content, such as the Project Lead the Way curriculum and resources. PTAA will also need carefully crafted training modules to be able to deliver high quality PBL training and model various project demonstrations for new teachers. For students to acquire 21st century skills and showcase their learning artifacts through their projects, PTAA will also need to furnish each classroom with sufficient access to technology equipment such as portable laptop sets, digital cameras, etc., as well as provide instructors training in the effective use of technology within the classroom.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

<b>Schedule #5—Program Executive Summary (cont.)</b>	
County-district number or vendor ID: 057850	Amendment # (for amendments only):
Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.	
<p>Through the grant program, PTAA will establish data driven processes and procedures to assist instructional staff in developing, monitoring, and adapting effective individualized instruction for each student. The grant will provide training to staff on how to identify intervention needs early in the year using NWEA MAP, STAAR practice, and District assessments developed and/or purchased through the grant. Staff will be provided training regarding effective use of data to inform instruction. In addition, grant funds will be used to purchase a student information system that will compile a database for student information. Using these sources, PTAA instructors will engage in continuous data analysis that will be utilized to monitor student learning and growth. Reading and math interventionists will be hired to support students in need of interventions. Personalized learning software will be utilized to support reading and math instruction for all students including students with special needs. Data meetings, parent meetings, and department meetings will support intervention programs and enhance student learning.</p> <p>Last, PTAA will also address the need for highly-qualified teachers with a body of distinguished faculty. Teachers and administrators will be provided professional development to ensure that they understand the PTAA instructional system and staff will continue to get this support for the entire grant term. Financial assistance will be given to the teachers to get ESL and SPED certifications, and to attend additional training in content areas.</p> <p>With the right preparation, many of today's students will work for companies that operate and compete in a global marketplace; some may even have opportunities to work overseas themselves. We also recognize that many would be enriched and better prepared to participate in our democracy by learning more about the diverse cultures found in their own communities. A globalized education gives them a generous amount of exposure to the rest of the world, with a goal of equipping them to take advantage of emerging economic opportunities. Over the next decade, it is estimated the demand for college-educated talent will exceed the growth in supply for most of the developed world. India's educated workplace is growing 2% annually, while America's is shrinking 0.8% each year. Sept. 22, 2014 <i>Fortune Magazine</i>. These grant funds will address this gap while providing underserved students a rigorous education and future success.</p> <p>The goals of the grant relate to the demonstrated goals of the campus as follows:</p> <p><u>Professional Development (PD) Training</u>  PD will be provided to instructional staff in the areas of STEM and core courses (ELA, Mathematics, Science, Social Studies). Over the course of the year, staff will be evaluated for PD needs and courses will be taken at the local ESC to the extent possible. Administrative staff will receive PEIMS and financial reporting system training to ensure compliance with reporting requirements.</p> <p><u>Student Data Management and Financial Management Software</u>  Skyward will be purchased to provide both student and business/financial software and training. Skyward was selected by TEA as a preferred vendor for student administrative software. Nutrikids will also be purchased to ensure compliance with the national school breakfast/lunch program.</p> <p><u>One Time Start Up Equipment Purchases</u>  Technology items (white boards, computers, monitors, printers, etc.) for students, teachers and support staff as well as student lockers and computer furniture and physical education equipment.</p> <p><u>Curriculum planning and development</u>  A curriculum consultant will work with administrative staff and instructional supervisor to create a curriculum that meets the needs of the school as outlined in the application. Additionally, Accelerate 360, TCI Social Studies Curriculum and PLTW Gateway will also be used.</p> <p><u>Payroll Costs during the planning and implementation phases</u>  Grant funds will be used to partially fund the Superintendent, Assistant Principals, Lead Teachers and key administrative support staff during the planning and implementation phases of the grant. The staff members will be engaged in various activities including but not limited to program and curriculum development, teacher and staff recruiting, and development of systems for the 2016-2016 school year.</p>	

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<b>Schedule #6—Program Budget Summary</b>						
County-district number or vendor ID: 057850				Amendment # (for amendments only):		
Program authority: Public Law 107-110, Title V, Part B, Subpart 1, NCLB and TEC Chapter 12						
Grant period: August 31, 2016, to July 31, 2018. See page 9 of the Program Guidelines for information regarding Pre-Award Costs.				Fund code: 258		
<b>Budget Summary</b>						
Schedule #	Title	Class/ Object Code	Planning: Direct Program Cost	Implementation: Direct Program Cost	Total Budgeted Cost	Pre- Award Cost
Schedule #7	Payroll Costs (6100)	6100	\$	\$76770	\$76770	\$57305
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$284450	\$284450	\$53000
Schedule #9	Supplies and Materials (6300)	6300	\$	\$0	\$0	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$	\$54780	\$54780	\$0
Schedule #11	Capital Outlay (6600)	6600	\$	\$384000	\$384000	\$77310
Grand total of budgeted costs (add all entries in each column):			\$	\$800000	\$800000	\$187615

No administrative costs (direct or indirect) may be charged to this grant program [Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2001, Title V, Part B, Subpart 1, Section 5204 (f)(4)(B)].

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<b>Schedule #7—Payroll Costs (6100)</b>								
County-district number or vendor ID: 057850				Amendment # (for amendments only):				
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Costs	Implemen- tation Costs	Total Budgeted Costs	Pre- Award
<b>Academic/Instructional</b>								
1	Lead Teacher		3	\$	\$15180	\$15180	\$12550	
2	Educational aide			\$	\$	\$	\$	
3	Tutor			\$	\$	\$	\$	
<b>Program Management and Administration</b>								
4	Project director			\$	\$	\$	\$	
5	Project coordinator			\$	\$	\$	\$	
6	Teacher facilitator			\$	\$	\$	\$	
7	Teacher supervisor/Dept. Head		3	\$	\$15180	\$15180	\$12550	
8	Secretary/administrative assistant			\$	\$	\$	\$	
9	Data entry clerk			\$	\$	\$	\$	
10	Grant Accountant/Business Mgr.		1	\$	\$4160	\$4160	\$2705	
11	Evaluator/evaluation specialist			\$	\$	\$	\$	
<b>Auxiliary</b>								
12	Counselor			\$	\$	\$	\$	
13	Social worker			\$	\$	\$	\$	
14	Community liaison/parent coordinator			\$	\$	\$	\$	
<b>Other Employee Positions</b>								
15	Superintendent		1	\$	\$15450	\$15450	\$9270	
16	PEIMS/HR/Payroll		1	\$	\$4160	\$4160	\$2705	
17	Assistant Principal		2	\$	\$12640	\$12640	\$10055	
18	Subtotal employee costs:			\$	\$66770	\$66770	\$49835	
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>								
19	6112	Substitute pay		\$	\$	\$	\$	
20	6119	Professional staff extra-duty pay		\$	\$	\$	\$	
21	6121	Support staff extra-duty pay		\$	\$	\$	\$	
22	6140	Employee benefits		\$	\$10000	\$10000	\$7470	
23	61XX	Tuition remission (IHEs only)		\$	\$	\$	\$	
24	Subtotal substitute, extra-duty, benefits costs			\$	\$	\$	\$	
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$	\$76770	\$76770	\$57305	

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)					
County-district number or vendor ID: 057850			Amendment # (for amendments only):		
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.					
Professional and Contracted Services Requiring Specific Approval					
Expense Item Description		Planning	Implementation	Grant Amount Budgeted	Pre-Award
Professional and Contracted Services					
#	Description of Service and Purpose	Planning	Implementation	Grant Amount Budgeted	Pre-Award
1	Curriculum Development Consultants	\$	\$5000	\$5000	\$2500
2	PLTW Gateway/STEM	\$	\$165000	\$165000	\$30000
3	Accelerate 360	\$	\$24500	\$24500	\$
4	TCI Social Studies Curriculum	\$	\$5500	\$5500	\$5500
5	Skyward Financial System	\$	\$52000	\$52000	\$5000
6	Nutrikids	\$	\$8000	\$8000	\$8000
7	Model Board Policies	\$	\$4000	\$4000	\$
8		\$	\$	\$	\$
9		\$	\$	\$	\$
10		\$	\$	\$	\$
11		\$	\$	\$	\$
12		\$	\$	\$	\$
13		\$	\$	\$	\$
14		\$	\$	\$	\$
<b>a. Subtotal of professional and contracted services:</b>		\$	\$	\$	\$
<b>b. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$	\$20450	\$20450	\$2000
<b>(Sum of lines a, and b) Grand total</b>		\$	<b>\$284450</b>	<b>\$284450</b>	<b>\$53000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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<b>Schedule #9—Supplies and Materials (6300)</b>						
County-District Number or Vendor ID: 057850			Amendment number (for amendments only):			
Expense Item Description			Planning	Implemen- tation	Grant Amount Budgeted	Pre- Award
6300	Total supplies and materials that do not require specific approval:		\$	\$	\$	\$
Grand total:			\$	\$0	\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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<b>Schedule #10—Other Operating Costs (6400)</b>					
County-District Number or Vendor ID: 057850		Amendment number (for amendments only):			
Expense Item Description		Planning	Implement- ation	Grant Amount Budgeted	Pre- Award
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$	\$	\$	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.	\$	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$54780	\$54780	\$
<b>Grand total:</b>		<b>\$</b>	<b>\$54780</b>	<b>\$54780</b>	<b>\$</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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<b>Schedule #11—Capital Outlay (6600)</b>							
County-District Number or Vendor ID: 057850				Amendment number (for amendments only):			
#	Description and Purpose	Quantity	Unit Cost	Planning	Implementation	Grant Amount Budgeted	Pre-Award
<b>6669—Library Books and Media (capitalized and controlled by library)</b>							
1		N/A	N/A	\$	\$	\$	\$
<b>66XX—Computing Devices, capitalized</b>							
2	Laptops – Student/Faculty (est qty)	20	\$1750	\$	\$35000	\$35000	\$35000
3	Desktop & Monitor w/accessories (est qty)	51	\$1750	\$	\$89250	\$89250	\$
4	Teacher/Admin Printer (est qty)	16	\$750	\$	\$12000	\$12000	\$12000
5	SmartBoard or similar w/accessories (est qty)	20	\$2000	\$	\$40000	\$40000	\$
6	ELMO or similar w/accessories (est qty)	23	\$800	\$	\$18400	\$18400	\$
7	Tablet w/accessories (est qty)	10	\$500	\$	\$5000	\$5000	\$
8	3D printer/scanner w/accessories	2	\$17500	\$	\$35000	\$35000	\$
9	Information Technology Systems:		\$	\$	\$	\$	\$
10	Cabling/Network/Firewall/Server/		\$	\$	\$	\$	\$
11	Software, etc.		\$	\$	\$80000	\$80000	\$20000
<b>66XX—Software, capitalized</b>							
12			\$	\$	\$	\$	\$
13			\$	\$	\$	\$	\$
14			\$	\$	\$	\$	\$
15			\$	\$	\$	\$	\$
16			\$	\$	\$	\$	\$
17			\$	\$	\$	\$	\$
18			\$	\$	\$	\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>							
19	Computer Table (est qty)	18	\$500	\$	\$9000	\$9000	\$2000
20	Computer Chair (est qty)	80	\$75	\$	\$6000	\$6000	\$1875
21	Student Locker (est qty)	50	\$487	\$	\$24350	\$24350	\$2435
22	Indoor PE Equipment (various)		\$	\$	\$30000	\$30000	\$4000
23			\$	\$	\$	\$	\$
24			\$	\$	\$	\$	\$
25			\$	\$	\$	\$	\$
26			\$	\$	\$	\$	\$
27			\$	\$	\$	\$	\$
28			\$	\$	\$	\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>							
29				\$	\$	\$	\$
<b>Grand total:</b>				<b>\$</b>	<b>\$384000</b>	<b>\$384000</b>	<b>\$77310</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Pioneer Technology & Arts Academy (PTAA) school leaders and stakeholders conducted the following activities when assessing the need for the 2016 – 2018 Public Charter School Startup Grant resources: 1) Comprehensive Review of public, private, and charter schools in the area (academic performance, accountability ratings, curriculum, attendance zones/boundaries, philosophy, design, student populations, etc.), 2) Review of student demographics and community characteristics (educational levels, socio-economic status, and related statistics), 3) Review of staffing needs and Leadership Team qualifications (experience, prior appraisals, expertise, and special skills); 4) Review of planned curriculum materials needed and related school operational costs, 5) Informal interviews with prospective parents and business/community members, and 6) Review of community involvement, partnership possibilities and needs.

The budget for this grant was determined after a thorough needs assessment by the leaders and stakeholders; the needs were then prioritized based upon overall impact and alignment with the goals and objectives of the grant program, the mission and vision of the school, and academic success of each PTAA student.

PTAA will be located in Mesquite and Greenville the first year of operation. These low-income areas suffer from a lack of high quality educational opportunities for primary and secondary students who, if they graduate, are neither college ready nor prepared to enter the workforce. Both sites have a high percentage of at-risk students: Mesquite (54%), Greenville (51%), according to the Texas Education Agency TAPR 2014-15 database. We will instill college as a goal and identify students now in danger of dropping out of school.

The demographics of these districts reflect diverse student populations made up largely of the following: Mesquite 55% Hispanic, 25% African-American and 17% White; Greenville 39% White and 39% Hispanic, 17% African American.

Bilingual/ESL student percentages range from 22% at Mesquite to 19% at Greenville; Special education enrollment percentages are 10% at Mesquite and 10% at Greenville.

The special populations: ELL, Economically Disadvantaged and Special Education students consistently perform lower on academic measures (STAAR, College Readiness) than all students in both of these districts. Closing this gap and ensuring each student is college ready are focal points of this program. Data from the TAPR reports from Mesquite show that while 77% of all students passed STAAR tests in all subjects, all grades, Economically Disadvantaged passed at 74%, SPED passed at 40%, and ELL at 64%. The TAPR report for Greenville shows a similar pattern: 73% of all students passed STAAR all subjects all grades while 67% of Economically Disadvantaged passed, 41% of SPED students passed, and 51% of ELL students passed. Moreover, the College Readiness performance of special populations is far worse. At Mesquite, 36% of all students, all grades met the standard, 31% of Economically Disadvantaged students, 9% of SPED students and 17% of ELL students reached that benchmark. At Greenville, 37% all students, all grades met College Readiness standard on STAAR test, 26% Economically Disadvantaged, 8% SPED and 11% ELL met that benchmark.

The U.S. Dept. of Labor estimates there will be 1.5 million computer science jobs to fill by 2020, and the United States will only be able to produce enough qualified candidates to fill 29% of them. Women and minorities are under-represented in STEM fields. Today, just 14% of computer science degrees are awarded to women, compared to 37% in 1984, the U.S. Department of Commerce has found. According to 2010 data from the National Science Foundation and the U.S. Census Bureau, underrepresented minorities earned 18.6 percent of total undergraduate degrees from 4-year colleges, but only 16.4 percent of the degrees in science fields and less than 13 percent of degrees in physical sciences and engineering. Clearly there is a need to do more. Early and sustained exposure to STEM will ensure that more young women and minorities pursue and attain college degrees in high demand STEM fields. Middle school is increasingly seen as crucial to high school and college readiness.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	To maximize the academic achievement of every child with a focus on rigorous, relevant, TEKS-based, STEM-centered curriculum centered on real world challenges.	Using grant funds, PTAA will implement Project Based Learning (PBL), emphasizing a cross-disciplinary approach. This leads to higher levels of student engagement due to choosing the focus of their exploration based on individual interest.
2.	To Achieve College-Ready Student Results.	Using grant funds, PTAA will implement an Advanced Placement curriculum for all students, beginning with Pre-AP courses in 6th grade. By graduation, students will have taken 11 AP courses with the goal of taking and passing at least three AP exams. Using grant funds, PTAA will implement PLTW courses, for which high school students can obtain dual credit from colleges and universities.
3.	To Focus on Assessment and Interventions with differentiations for students with special needs.	Implementation of the curriculum is strengthened by purposeful use of diagnostic, formative, benchmark, and summative assessment aligned to the standards. The approach to assessment gives teachers the information they need to understand the specific skills and abilities of each student, set accelerated goals, differentiate instruction, and provide interventions to address physical, auditory, visual and other deficits, when necessary to ensure student mastery.
4.	To Recruit, Develop and Retain a Highly Effective Workforce and provide them with the resources and training to support academic achievement.	Ongoing Professional Development will be provided for administrators and teachers to ensure they have regular support and guidance. Using grant funds, PTAA will also ensure ESL (1st), SPED (2nd), and other appropriate endorsements/certifications for all core instructors. Staff will have supplies, materials (furniture, technology, software and contracted services) and training by the local ESC and others to perform the duties of their position. The grant will be used with the purpose of developing high performing lead teachers.
5.	To Increase Parent Involvement and Public Support through the cultivation of partnerships with business, civic and educational organizations, including higher education, in support of academic achievement, 21st century skill development and college-career readiness of students.	To engage and support parents, PTAA will maintain on its web site information on concepts taught and resources to enhance children's learning at home, encourage drug free healthy lifestyles, and reduce absenteeism & truancy. PTAA will also develop and implement parent and community events such as STEM celebrations, International multi-cultural festivals, parent conferences and newsletters will support the partnership.

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By TEA staff person:

<b>Schedule #14—Management Plan</b>					
County-district number or vendor ID: 057850				Amendment # (for amendments only):	
<b>Part 1: Staff Qualifications.</b> List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Title	Desired Qualifications, Experience, Certifications			
1.	<b>CEO/Superintendent</b>	10 years' experience in education leadership, operations, and management; Master's degree and/or principal certification and/or superintendent certification required or in process; demonstrated ability to lead/manage others and improve student achievement.			
2.	<b>Chief Operating Officer</b>	10 years' experience in school leadership; previous classroom experience; Bachelor's and/or Master's in appropriate field of leadership; demonstrated ability to lead/manage others and improve student achievement.			
3.	<b>Teachers</b>	Highly qualified as defined by NCLB; Bachelor's degree and certification in the subject matter(s) taught required or as appropriate to the position); demonstrated competence in teaching.			
4.	<b>Board Treasurer</b>	Approved board member; former financial officer with 10 years' experience.			
5.	<b>Grant/Project Manager</b>	Five years' experience in management of federal programs.			
<b>Part 2: Milestones and Timeline.</b> Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Objective	Milestone		Begin Activity	End Activity
1.	By July 2018, 100% of PTAA teachers will be HQ with ESL and SPED endorsements.	1.	2016/17 HQ teachers hired	07/31/2016	03/01/2017
		2.	2016/17 Teachers register for, complete, pass ESL certification exams	09/01/2016	06/30/2017
		3.	2017/18 HQ teachers hired	01/05/2017	06/30/2017
		4.	2016/17 hired teachers pass SPED cert. exam	07/01/2017	07/15/2018
		5.	2017/18 hired teachers register for and pass ESL and SPED endorsement exams.	07/01/2017	07/15/2018
2.	By July 2018 80% of students will achieve acceptable rating on STAAR tests, 50% will achieve Advanced Level III.	1.	Collect and analyze student baseline data	08/31/2016	10/01/2016
		2.	Collect/aggregate 2017/18 STAAR data	10/01/2016	06/30/2017
		3.	Aggregate 2017 STAAR data for students	04/30/2017	08/30/2017
		4.	Collect and analyze student baseline data	08/31/2017	10/01/2017
		5.	Collect/aggregate 2017/18 STAAR data	10/01/2017	06/30/2018
3.	By Spring 2018, 100% of 9th grade students will complete at least one course eligible for college credit.	1.	Purchase curricula/resources to offer PLTW Gateway course to 6 – 8 <sup>th</sup> grade students	08/31/2016	03/15/2017
		2.	Teachers certified for PAP, AP, and PLTW	08/31/2016	08/01/2017
		3.	Complete grad plans for 8 <sup>th</sup> /9 <sup>th</sup> students (HB5)	08/31/ 2017	05/30/2018
		4.	Complete student course selection forms	10/01/2017	03/30/2018
		5.			
4.	By Spring 2018, 65% of students meet Advanced Level III ratings in Math and Science.	1.	Teachers attend training in STEM PBL	08/31/2016	12/31/2016
		2.	Teachers create/conduct 1 subject PBL	01/10/2017	12/31/2017
		3.	Teachers attend supplemental PBL training	05/30/2017	08/31/2017
		4.	Teachers create/conduct interdisciplinary PBL	08/31/2017	05/30/2018
		5.	Teacher, parent and student evaluation survey	03/15/2018	04/30/2018
<b>Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.</b>					

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PTAA has made a commitment to develop a process of systemic review that will involve grades 6-12 as well as administrative levels through review processes and accountability to goals and measures. Practice will provide a process for evaluating measureable goals and objectives related to our practices, policies and organizational structure as it impacts the daily lives of our students and their diverse needs. PTAA will adopt the Texas Charter School Association (TCSA) Quality Framework that focuses on academic, as well as operational program evaluation since the two are rarely isolated.

The Quality Framework provides 1) a common definition of quality, 2) a defined continuous improvement process, and 3) a holistic operational, financial, and academic evaluation on a variety of types and sources of data including both qualitative and quantitative sources in the following areas: Student Success, Mission and Vision, Stakeholders, Learning, Leadership, Staff, Safety and Support, Fiscal Management, Public Accountability, and Data Informed Decisions.

Needed adjustments will be made each month based on feedback and reporting from the PTAA board. Communication to the staff and community will take place a variety of methods, including, but not limited to newsletters, the PTAA web site, and public meetings.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

At this date of submission of this grant, PTAA does not have any ongoing efforts that are similar or related to this charter school project. The Meadow Oaks Board's purpose is to open a charter school and PTAA's purpose is to successfully educate the educationally underserved students of Mesquite, Greenville and Rockwall County and to close the achievement gap of minority and underserved youth in this high-need area. We will submitting additional grants for supplemental programs during the summer to deepen and enhance learning. PTAA is working to secure donations from businesses and community organizations to enrich the teaching environment.

The coordination and management of all grant funds will be the primary focus of the CEO and CFO. Maximizing the effectiveness of the grant funds is paramount to the success of the school and is supported by PTAA's Board of Directors, who are charged with the financial and academic success of the school. Both the CEO and CFO are hired by and report to the Board of Directors in an effort to adequately align resources independently to provide maximum efficiency in grant requests and expenditures. Additionally, on a quarterly basis, the Grant/Project Manager has direct access to the Board of Directors in an advisory capacity to ensure the commitment to the planned project is executed fully and as prescribed.

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By TEA staff person:

<b>Schedule #15—Project Evaluation</b>			
County-district number or vendor ID: 057850		Amendment # (for amendments only):	
<b>Part 1: Evaluation Design.</b> List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Analysis of effectiveness of Math and Science/ STEM instruction - <b>Quantitative &amp; Qualitative</b>	1.	Percentage of teachers participating in PBL training(s)
		2.	Number of PBL units implemented through year 1 & 2
		3.	Percentage of students meeting acceptable rating on 2017 & 2018 formative and summative assessments
2.	Analysis of overall student achievement- <b>Quantitative &amp; Qualitative</b>	1.	Percentage of All Students meeting College Ready level II & Advanced Level III rating on STAAR
		2.	Percentage of All students meeting acceptable level rating on STAAR
		3.	Surveys of Student Attitudes toward achievement
3.	Analysis of postsecondary readiness of students- <b>Quantitative &amp; Qualitative</b>	1.	Percentage of students enrolled in STEM-related graduation pathway
		2.	Percentage of students who complete pre-AP, AP, and PLTW courses
		3.	Indicator 4 Score on School Accountability
4.	Analysis of effectiveness of ESL instruction - <b>Quantitative &amp; Qualitative</b>	1.	Percentage of ELL students meeting College Ready Level II rating on STAAR
		2.	Percentage of ELL students meeting acceptable level rating on STAAR
		3.	Use of strategies in formal and informal observations
5.	Analysis of effectiveness of SPED instruction- <b>Quantitative &amp; Qualitative</b>	1.	Percentage of SPED students meeting College Ready level II rating on STAAR
		2.	Use of strategies in formal and informal observations
		3.	Percentage of SPED students meeting acceptable level rating on STAAR exams
<b>Part 2: Data Collection and Problem Correction.</b> Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
<p>At PTAA, our data collection will be longitudinal, actionable and contextual. Results will be used to evaluate student progress toward formative and summative goals. In addition to data collection, analysis, and feedback, providing support and evidence of data analysis is an administrative strategy at PTAA. The question, "Are you are on track to meet your goals and how do you know?" is what all leaders and teachers will answer with evidence at any given time during the year. While data analysis is common in schools today, PTAA will focus on those measures and metrics that yield targeted results speaking to both performance and culture. PTAA will use the assessments to help measure whether the curriculum is meeting the needs of all learners, including subpopulations. PTAA will employ national, state, and local assessments to determine the efficacy of the curriculum. The national and state (STAAR) results allow PTAA staff to look at big-picture trends, while state and local assessments will help to pinpoint certain areas that may need more attention. When analyzing local data, PTAA will look for specific reporting categories/ concepts where there are low scores for a specific group of students. If this occurs, we reexamine how those concepts are being taught and addressed in the curriculum. The curriculum is the "what," instruction is the "how." The effectiveness of instructional strategies will be assessed using pre and post assessments as well as data from formal and informal observations, as aligned in T-TESS guidelines. Curriculum development is a continuous improvement process informed by data on student achievement. Effective, ongoing, sustained professional development is necessary for a curriculum to deliver learning. Project Lead the Way provides that for PBL; part of the evaluation involves providing more training where needed. STEM designation will require professional development to improve instructional practice.</p> <p>PTAA will administer parent, teacher, and student surveys to provide additional insight on the student satisfaction of the school processes, policies, ad procedures that align with the mission and vision of PTAA.</p>			

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the administrative relationship between the charter school and the authorized public chartering agency (i.e., the local board of trustees, the commissioner, or the charter holder board).

**Note:** All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Meadow Oaks Foundation was granted a charter to operate an open-enrollment charter school under the Generation 20 charter application process on July 17, 2015. Meadow Oaks Education Foundation is the charter holder of Pioneer Technology & Arts Academy, the charter school(s) (PTAA) applying for this grant. PTAA is its own Local Education Agency (LEA).

Under Subchapter D, Chapter 12 of the Texas Education Code, the Texas Education Agency (TEA) is the authorized public chartering agency.

Administratively, PTAA reports to the Commissioner of Education via the various departments and offices of the Texas Education Agency and their respective employees. Pursuant to the "Contract For Open-Enrollment Charter School entered into between PTAA and TEA, PTAA is obligated to perform under the terms of such contract, which incorporate all applicable law or rule, any changes to the charter contract adopted or ratified by the Commissioner and all statements, commitments, representations, etc. committed to by the charter holder in the charter application.

One of the many conditions that the charter holder must comply with is insuring that it meets its obligations to:

1. Maintain its open-enrollment status.
2. Not provide religious instruction or religious activity.
3. Not discriminate in the provision of services to students who are disabled under the criteria defined by the Individuals with Disabilities Education Act.
4. Compliance with the specific educational requirements of the Chapter 12 of the Texas Education Code and other applicable state law and rules.
5. Meeting the student performance requirements under Chapter 39, Subchapters B, C, D, E, F, G, and J of the Texas Education Code.
6. Meet the financial management requirements, including but not limited to Chapter 39 Subchapter D; and (b) Chapter 12, Sections 12.104, 12.106, 12.107 and 12.111 of the Texas Education Code, and other applicable laws and rules.

These are some of the most important requirements which the charter holder board, the superintendent and other key administrators and school officers must adhere to and report on periodically to TEA. Accurate tracking of data and timely completion and submission of reports is the basis for a successful and growing charter school. PTAA has already established a good working relationship with TEA and staff of the Charter School Division. Staff involved in the preparation of this grant application and in school operations attended the recent Charter School Summit training and met with key officials from TEA and the Charter School Division. Board members, the superintendent and other key officials will continue to attend all required trainings to insure adequate knowledge and understanding of upcoming compliance matters. Moreover, PTAA will seek additional assistance from the Texas Charter School Association on the filing of certain compliance reports and upcoming federal and state reporting deadlines.

Reporting, contractual and regulatory compliance with Federal and Texas law and rules, and supportive assistance and guidance from TEA and the Charter School Division form the context of the administrative relationship between PTAA and the authorized public chartering agency, TEA.

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By TEA staff person:

<b>Schedule #16—Responses to Statutory Requirements</b>	
County-district number or vendor ID: 057850	Amendment # (for amendments only):
<b>Statutory Requirement 2:</b> Describe how the authorized public chartering agency will provide for continued operation of the school once the Federal start-up grant has expired. <b>Note: All applicants must address this statutory requirement.</b> Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>Once the Federal start-up grant has expired, PTAA's main source of funding will be the per pupil student allocation that is generated under the current funding formulas. PTAA has staff and advisors experienced with developing budgets and advising the Board, superintendent and other key educators on the appropriate and efficient use of such funds to implement the required educational programs. The initial budgeting tool used by Charter Schools in Texas is the "estimate of state aid template" which is due to be issued in the next several weeks. The template is essential for accurate budgeting as it requires that PTAA enter information with respect to student enrollment, specific student needs etc. onto the template. You are then required to estimate projected attendance. We are closely tracking projected enrollments for the upcoming school year and are confident that we will be able to estimate projected enrollments to within 3-5%. We intend to estimate conservatively and also take into account an attrition percentage, unexpected expenditures, etc. Our goal is to ensure that we do not over project enrollments or attendance so that no major adjustments are required as the school year progresses. Once such data is entered the information will be vetted by a variety of school officials and staff to insure that the budget supports the education program, purchase of curriculum materials, hiring and training of staff, parent support programs, etc. and adjustments made where necessary. The final draft budget will then be presented to the Board who will now have a budget that has been reviewed by staff to insure alignment with the mission and vision of the school, as well as adherence to the needs assessment described above. This will enable the Board to ask informed questions as they consider adoption of a budget for the 2016-2017 school year. We are also competitively procuring all goods and services such as furniture and equipment, curriculum materials, etc. in order to maximum revenues. We also intend to procure certain services such as professional development training and Erate consulting services from the Education Service Centers in our region and elsewhere in the state.</p> <p>We are in the process of reviewing various accounting and financial monitoring software that would allow us to track revenues and expenditures daily and to submit monthly statements to the board for review. The software must be compliant with current and upcoming reporting standards mandated by TEA. Our intention is to select the software that provides for an online purchase order process and the tracking of other expenditures. We need to be able to monitor expenditures by fund and object codes to ensure we are spending revenues appropriately. In addition, these types of systems will help the school be ready for the end of year audit as they force adherence to certain recordkeeping requirements. The ability to run detailed reports of various expenditure provided the basis for analysis of expenditures, tracking of variances, adherence to the adopted budget and implementation of safeguards. Together these components will form the basis of information necessary to upsize or downsize the budget based upon the current state enrollment. As we track our budget in the first two to three months of operation, there will a plan of reduction ready for review by the Board should enrollment not meet planned projections. Such plan will include reductions in expenditures that complement the educational mission and meet sound financial practices.</p> <p>The first three years of operations are intended to grow and refine the curriculum, develop and retain staff and focus on the individual needs of students in accordance with what was outlined in the charter application and pursuant to the requirements of federal and state law. This preceding three years will also serve as the basis for gathering longitudinal data and learning who our population is and how they can best be served. At the end of our third year and beginning of our fourth year our intention is to begin to seek out federal, state and private grant opportunities that align with our mission in order to enhance student opportunities for learning and achievement. More, by implementing financial accountability standards in the manner described above, we intend to accumulate a small reserve which can be used to pay for 1-3 months of expenses.</p> <p>All of the processes outlined above are intended to incorporate a process of managerial and financial accountability by adhering to prescribed timelines and adhering to certain practices. These practices will become part of the school's standard operating procedures and incorporate the reporting, data gathering, analysis of data, review and vetting by staff and the Board or student performance, review of progress towards meeting the identified goals.</p>	

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school.

**Note: All applicants must address this statutory requirement.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PTAA has not requested any waivers of Federal, state or local statutory or regulatory provisions and it does not intend to request any to ensure its successful operation.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

**Statutory Requirement 4:** Describe how the grant funds will be used to accomplish the purpose, goals and objectives of the grant. Describe how the items/activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education.

**Note:** All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PTAA understands that the purpose of the Public Charter School (PCS) Start-up Grant program is to increase national understanding of charter schools as well as 1) Expand the number of high-quality charter schools available to Texas students and 2) provide financial assistance for the planning, program design, and initial implementation of charter schools. PTAA is requesting \$800,000 in start-up funding to provide key personnel salaries during the planning period-Aug.31 through September 21 (30 days after the first day of school) as well as much-needed furniture and fixtures, technology, curriculum and instructional materials, and operational support.

**Salaries and Benefits** in the amount of \$76,770 will fund salary needs for the CEO/Superintendent, Assistant Principals, Lead teachers, Business Manager, and PEIMS/HR/Payroll staff member. During the first 30 days of school (as stated by the program guidelines), funds for administration and administrative staff will only be used for activities involved in the design and preparation of the school year, rather than actual operational tasks. PTAA plans to begin the 2016 – 027 school year with Highly Qualified staff who are committed to the values, mission, and vision of PTAA. In accordance with identified grant needs, goals, and objectives, grants funds will allow administration to recruit and retain staff.

In addition, **Professional and Contracted Services** in the amount of \$284,450 will fund the purchase of student and financial system software, lunch program software, curriculum development consultation and curriculum products including Project Lead the Way (PLTW) Gateway, Accelerate 360 and TCI Social Studies. Additionally, Eduphoria will be purchased to assist with data analysis, and funds are also allocated for training to occur at the local regional service center. Three of the goals of PTAA directly relate to the students meeting acceptable and advanced ratings on STAAR exams. To accomplish these goals require the development and implementation of rigorous yet relevant and engaging curricula focused upon the use of research driven practices such as PBL. PTAA recognizes that PBL is fundamentally different from traditional teaching practices, and as such requires support for teachers in the form of PLCs, instructor observation and feedback and curricula aligned with constructivist based approaches, which emphasize learning through student-centered inquiry, authentic application of learned content and skills, the creation of student created products, and interdisciplinary problem solving (AAAS, 1996; Barron & Darling-Hammond, 2008; NCTM, 2000) while developing students' 21st century learning skills, such as communication, collaboration, and innovation.

Grant funds for **Other Operating Costs** in the amount of \$54,780 will be used for professional development to provide the required support and infrastructure to teachers to ensure successful PBL adoption and implementation across all grade levels. Grant funds will provide travel for teachers or staff to attend professional development training, and for ESL certification examinations for all teachers.

PTAA will also use funds to support **Capital Outlay** in the amount of \$384,000 for purchases such as a network system (routers, switches, wireless access points, network system, and desktops, laptops, tablet computers, projectors, printers which will contribute to the unique STEM focused design of the school.

School leaders and finance/budget personnel will identify additional resources and coordinate funding from federal, state, and local funding for personnel, professional and contracted services, supplies and materials, other operating costs, and capital outlay as permitted by law and regulatory guidance. Examples of federal funding sources include, but are not limited to, the National School Lunch Program (US Dept. of Agriculture), Title I, IDEA, and federal (ED) grants. Examples of state funding include state (TEA) competitive grants, state formula funding, and per-pupil (ADA) funding.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe how the charter school that is considered a local educational agency under state law, or a local education agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act. (See Appendix 1.) Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.

**Note: All applicants must address this statutory requirement.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PTAA will comply with the requirements of sections 613(a) (5) and 613(e) (1) (B) of the Individuals with Disabilities Act. A charter school is a "local educational agency" as defined by federal law and PTAA must comply with the Individuals with Disabilities Education Act (IDEA), as amended by the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. § 1401, et seq., and implementing regulations and other applicable federal and state laws and regulations. PTAA's mission is to insure that all of its students meet their maximum potential. Students with disabilities that attend any of one of the PTAA schools, will receive services in the same manner, including the provision of supplementary and related services to the same extent, on site.

This will be accomplished by ensuring that there is proportional distribution of federal, state and local funding for students with disabilities based upon the actual enrollment of students at a particular PTAA campus. PTAA will receive a per pupil student allocation of funding for all students, including students with disabilities and such funds will be the primary source of funding services for such students. Our student reporting software will be able to track this for us on a daily basis so that the allocation and distribution of funds maximizes time access to services. Moreover, federal, state or local funding allocated to meet the needs of such students, will be distributed as the same time across all campus. The student accounting and financial reporting software will enable the school to allocated such funds as they become available.

The state provided student per pupil allocations will be used to implement PTAA's project based learning (PBL) models to serve disabled and non-disabled students as this model works well in differentiating instruction in the classroom for students of widely different abilities, from the cognitively or developmentally disabled, to gifted children to ELL and students identified as LEP. School staff and advisers are experienced in implementing practices to insure the appropriate expenditure of funds as determined by their identified needs. Students that require accommodations and services will be provided assistive technology and other support and services as per their Individual Education Plans.

Upon the identification of a student with a potential disability ("child find"), an admission, review, and dismissal (ARD) committee will be established. The student's records from the prior school will be reviewed and the evaluation process will begin. If a student previously received special education services, that student will be identified within the first 10 days of enrollment. Services will be provided based upon the then existing IEP. During the first 30 days that such a student is enrolled, information will be collected regarding academic progress and a determination made regarding progress on the annual goals described in the IEP. The state mandated members of the Committee will review all such data and recommend if any changes are required. Parents will be members of the Committee and will be involved and informed of all decisions of the Committee. For newly identified students, the results will be provided to the ARD Committee. It is the Committee's responsibility to ensure a student receives a Free and Appropriate Public Education (FAPE) and Equal Educational Opportunity in accordance with federal and state law. Where appropriate, an Individual Education Plan (IEP) and/or 504 Plan for the student will be created. Parents will be an integral part of the ARD Committee and 504 Team and be involved and informed of all ARD Committee decisions as required members. Special education teachers and other credentialed aides and paraprofessionals will ensure that as students with special needs are identified and IEP plans are created there is compliance with the law and FAPE is provided.

For students who are Limited English Proficient (LEP), PTAA will provide instruction with the goal of full proficiency in the English language and early exit. PTAA will comply with applicable federal and state laws including Title VI of the Federal Civil Rights Act of 1964 (as amended), the Equal Educational Opportunities Act of 1974 and applicable state law and rules.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the educational program to be implemented by the proposed charter school, including (1) how the program will enable all students to meet challenging state student academic achievement standards; (2) the grade levels or ages of children to be served; and (3) the curriculum and instructional practices to be used.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A. PTAA is a Subchapter D Charter School.

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County-district number or vendor ID: 057850

Amendment # (for amendments only):

**Statutory Requirement 7:** Describe how the charter school will be managed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to manage autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.**

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Amendment # (for amendments only):

**Statutory Requirement 8:** Describe the performance measures and methods by which the charter school will determine its progress toward achieving those objectives. For each objective include a description of what is going to change as a result of this grant project, who will achieve the change, how much change will occur, and when will the change occur.

**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.**  
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**Schedule #16—Responses to Statutory Requirements**

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Amendment # (for amendments only):

**Statutory Requirement 9:** Describe how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*  
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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

**Statutory Requirement 10:** Describe how students in the community will be (1) informed about the charter school; and (2) given an equal opportunity to attend the charter school.**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*  
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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

**Statutory Requirement 11:** Provide a description of the campus charter's process to become a charter school, including:

1. the district's general process for approval of campus charter schools and the steps the campus took to become a charter;
2. the premise in which the school board approved the campus for which a charter was granted to operate;
3. what the campus will be doing differently, above and beyond, that of a regular district campus that merits charter status and charter school start-up funds;
4. if the campus is converting from a regular district campus to a campus charter, what the campus charter will be doing above and beyond that which was done when it operated as a district campus.

**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.**

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

**Statutory Requirement 12:** Specify any basis, in addition to a basis specified by Subchapter C, on which the campus charter may be placed on probation or revoked. Describe how the district authorizer will use increases in student academic achievement as one of the most important factors when determining whether to renew or revoke a school's charter.

**Note:** Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

**Statutory Requirement 13:** Describe how the charter school will be governed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

**Statutory Requirement 14:** Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit separate and apart from the district audit. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in PEIMS.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

**Statutory Requirement 15:** Explain the manner in which the district will flow other federal funds to the campus charter. Describe the timelines for flowing the federal funds to the campus charter that ensure students are promptly receiving the benefit of services that appropriate federal funds can provide.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #17—Responses to TEA Program Requirements															
County-district number or vendor ID: 057850										Amendment # (for amendments only):					
TEA Program Requirement 1: Population to Be Served in Year 1 of Implementation. Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools															
Open-Enrollment Charter School								100	100						200
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>								100	100						200
<b>Total Staff</b>															20
<b>Total Parents</b>															400
<b>Total Families</b>															375
<b>Total Campuses</b>															2
TEA Program Requirement 2: Population to Be Served in Year 2 of Implementation. Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools															
Open-Enrollment Charter School								200	100	100	200				600
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>								200	100	100	200				600
<b>Total Staff</b>															50
<b>Total Parents</b>															1200
<b>Total Families</b>															1125
<b>Total Campuses</b>															2

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Schedule #17—Responses to TEA Program Requirements (cont.)															
County-district number or vendor ID: 057850										Amendment # (for amendments only):					
TEA Program Requirement 3: Number of Students To Be Served in Year 1 of Implementation Who Would Otherwise Attend a Traditional School Identified as a Priority or Focus School.															
School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter School (TEC Subchapter C)															
Open-enrollment Charter School (TEC Subchapter D)								65	35						100
College/University/Jr College Charter School (TEC Subchapter E)															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>								65	35						100

  

TEA Program Requirement 4: For Year 1, provide the names and nine-digit county/district/campus numbers of the schools identified as priority or focus schools that you will be impacting as described above.			
	District Name	Campus Name	9 Digit CDC Number
1.	Dallas ISD	Hector P Garcia Middle School	057905077
2.	Dallas ISD	Harold Wendell Lang Middle School	057905076
3.	Dallas ISD	Sarah Zumwalt Middle School	057905072
4.	Dallas ISD	Billy Earl Dade Middle School	057905062
5.	Dallas ISD	T.W. Browne Middle School	057905043
6.	Dallas ISD	Edward H. Cary Middle School	057905044
7.	Dallas ISD	Sam Tabsy Middle School	057905083
8.	Dallas ISD	Thomas A. Edison Middle Learning Center	057905074
9.	Dallas ISD	Boude Storey Middle School	0579050460
10.	Academy of Dallas	Academy of Dallas	05780101
11.	Nova Academy	Nova Academy	0570910112
12.	Garland ISD	Sam Houston Middle School	057909043
13.	Trinity Basin Prep	Trinity Basin Prep	057813101

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<b>Schedule #18—Equitable Access and Participation</b>				
County-District Number or Vendor ID: 057850		Amendment number (for amendments only):		
<b>No Barriers</b>				
<b>#</b>	<b>No Barriers</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
<b>#</b>	<b>Strategies for Gender-Specific Bias</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
<b>#</b>	<b>Strategies for Cultural, Linguistic, or Economic Diversity</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057850

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 057850

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057850		Amendment number (for amendments only):		
<b>Barrier: Inaccessible Physical Structures</b>				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Absenteeism/Truancy</b>				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: High Mobility Rates</b>				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Support from Parents</b>				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 057850

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 057850

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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